

# 6 It's very special

## It belongs to a friend of mine

### Lesson profile

<b>Vocabulary</b>	Materials and adjectives
<b>Listening</b>	Key Listening Part 2
<b>Grammar</b>	Possession – determiners and pronouns
<b>Pronunciation</b>	Weak forms: <i>a</i> and <i>of</i>
<b>Speaking</b>	Describe your family's belongings
<b>Writing</b>	Write about your family's belongings

### Warmer

Say a word or phrase. The students ask you questions for which this could be the answer. For example:

- Teacher:** Seven o'clock.  
**Student A:** What time did you get up?  
**Student B:** When does the match start?  
**Teacher:** I'm not sure.  
**Student A:** Can you come to the party?  
**Student B:** What does this word mean?

Demonstrate with the whole class and then the students can play in groups.

## VOCABULARY

- 1** Put some objects on the desk and give the students one minute to look at them. Then cover them up and see how many they can remember. Make them say the material and object, for example, *a plastic ruler*.

In the matching task, see how many different answers the students can find.

Language note: *jumper* is a synonym with *sweater*; we often say *woollen jumper*.

### Fast finishers

The students add one more object for each material, for example *glass window, gold tooth, leather armchair*.

### Answers

bottle	glass / plastic
bowl	glass / gold / plastic / silver / wooden
cup	glass / gold / plastic / silver / paper
envelope	paper
jumper	wool
necklace	gold / silver / plastic / glass
ring	gold / silver / plastic
shoes	leather / plastic / wooden (from Holland!)

- 2** Elicit some of the adjectives in the box, for example *the opposite of hard* (soft).

Arrange the students into pairs and get them to answer the questions and describe their object using the adjectives. Give your own example first (see sample answer) as a model.

### Mixed ability

Pre-teach some useful phrases for describing things: *It is* (colour / size / shape), *It is made of* (material), *It looks* (nice, etc.), *It's got* (a picture of a horse, etc.).

### Sample answer

I've got some leather shoes. I bought them on holiday in Portugal. These are my favourite shoes because they look great. They are brown and light and really cool!

## LISTENING

### Prepare for Key for Schools

#### Listening Part 2

##### Task description

In Listening Part 2, students listen to two people talking and they have to match two lists of items, for example people and their hobbies, or days of the week with activities.

##### Exam tips

Tell the students that there are five questions plus an example, and eight possible answers, so there are two answers they don't need to use. They may hear two or more words from the list of answers for each question, but only one will be correct. They must listen for the meaning to choose the right one.

→ See Exam Profile 4, Student's Book page 127.

- 3** **1.23** Ask some questions about family vocabulary, for example, *Who is your mother's brother?* (uncle), *Your father's mother?* (grandmother/grandma), *Your dad's sister?* (aunt), *The daughter of your mum's sister?* (cousin) For weaker students, explain this properly by drawing a family tree on the board.

Go through the example and question 1 (scarf) together. Play the first part of the recording to *It's nice, isn't it?* The clock belongs to Carmen's *grandad*, so the answer is E grandfather. Then the students match *scarf* to A aunt.

Play the rest of the recording a first time. Let students compare their answers with a partner before you play it for the second time, for them to check that they have got the right answers and to listen for any they missed the first time.

Before you go through the answers with them, ask *Which two people have no things?* (cousin, mother)

## Answers

1 A 2 H 3 B 4 D 5 F

## Audioscript

**Carmen:** So, I'm looking for a small wooden clock. It belongs to my granddad and he says I can paint it. I think it's in this box.

**Murat:** Let's have a look. Oh, here's a pretty wool scarf. Is that your grandma's?

**Carmen:** Actually, it's my aunt's. It's nice, isn't it?

**Murat:** It's beautiful! And this old hat's cool! Is it your mother's?

**Carmen:** That was a present from my mum to my uncle. He never liked it!

**Murat:** Ah, ... look, a toy bear! It's really soft! Is this your baby cousin's?

**Carmen:** That's my brother's. My dad gave it to him when he was little.

**Murat:** Oh and look at this painting!

**Carmen:** Let me see. Oh, I painted that for my dad when I was about eight. I don't know why it's here.

**Murat:** It's lovely! ... And what's this? Oh, it's a wool jacket! Is it yours?

**Carmen:** That thing? That's not mine! I think it was my aunt's and she gave it to my grandma.

**Murat:** Well, the box is empty now. The clock isn't here.

**Carmen:** Oh no!

(sound of cuckoo clock)

**Murat:** ... Carmen?

**Carmen:** Yes?

**Murat:** What's that on the wall?

**Carmen:** It's the clock! Thanks, Murat!

- 4 See if the students can remember what the adjectives describe, then play the recording again. Remind them that adjectives can come before the noun (*wooden clock*) or after it (*the clock is wooden*). Give the weaker students a copy of the recording script to help them.

## Answers

1 lovely painting 2 old hat 3 pretty scarf 4 small clock  
5 soft bear

## Get talking!

See Student's Book page 131.

## Answers

1 1 B 2 A 3 C  
2 Grand Café 2 Mix and Match 3  
Oranges and Lemons 3 Quick Bite 1 Star Café 1  
American Café 2  
3 1 Shall we 2 Why don't we 3 I think it's  
4 Let's have 5 That's not 6 Actually, it 7 Why not  
8 I don't know why

## 1.24 Audioscript

Conversation 1

**Tessa:** Hi, Olivia.

**Olivia:** Hi, Tessa.

**Tessa:** I'm calling about the cinema this evening. Shall we meet for a coffee first?

**Olivia:** Great idea. Why don't we meet at the Star Café? It's near the cinema.

**Tessa:** Um ... I think it's a bit expensive for us!

**Olivia:** OK. Let's meet at the Quick Bite in the cinema. We can have a drink there before we go in.

**Tessa:** Sure. See you later.

Conversation 2

**Tom:** This cafe looks good, doesn't it, Jack?

**Jack:** Let's have a look at the menu outside.

**Tom:** Good idea.

**Jack:** Hey, Tom, look at the name at the top of the menu – American Café. That's not right!

**Tom:** Actually, it is the right name! What did you think it was called?

**Jack:** I thought it was the Grand Café. Oh well, let's go in. I'm hungry.

Conversation 3

**Harry:** Hey, Paula. Are you going to catch your train?

**Paula:** Oh hi, Harry. Yes, it leaves in ten minutes. There's another in forty minutes.

**Harry:** Why not catch the train in forty minutes? My train goes then too. We could have a drink first.

**Paula:** OK. Do you mean at Oranges and Lemons, the new juice bar near the station?

**Harry:** No, I was thinking of Mix and Match.

**Paula:** Fine with me. I don't know why it's called that, do you?

**Harry:** No, it's a strange name. But I like it!

## GRAMMAR Possession

- 5 Ask the students if they have any pets and write a selection on the board with their owners, for example: Mario – fish, Alessandra – 2 cats  
Ask the students questions, for example *Who's got a fish?* (Mario) and write up the possessive forms, for example *It's Mario's fish*.

Ask the students to look at the cartoons and for each one ask, *Is there one or more than one boy?* The students match them, then ask, *So if there is only one person, what do we write?* [ask one student to write on the board] *brother's*. *If there is more than one person ... ?* [ask one student to write on the board] *brothers'*.

Language note: there is no difference in pronunciation between the two forms; with irregular plurals the form is *'s*, *children's book*, *women's football*.

## Answers

a 2 *s'* because there is more than one brother  
b 1 *'s* because there is one brother

- 6 Take a pen from someone in the class and ask *Julio, is this my pen or yours?* Elicit the reply *It's not your pen, it's mine*. Write the question and answer on the board and say that *my* and *your* are determiners – they go before nouns, and *yours* and *mine* are pronouns – they are instead of nouns. The students complete the table.

### Answers

yours, his, hers, ours, theirs

→ Grammar reference Student's Book page 152

### Extension activity

Ask the students to close their eyes. Describe something on their desk or something they are wearing and ask who it belongs to. The students reply. For example:

**Teacher:** I can see a blue jacket. Is it Silvia's?

**Student A:** No, it's not hers, it's Michaela's.

- 7 Ask the students to describe the pictures and say what the difference is. (The person with a football has a lot of friends in picture a but only one friend in picture b.) The students match the pictures and sentences.

### Answers

a 1 b 2

### Alternative presentation

Write this recipe for a magic drink on the board:

A cup of horse's milk

Six birds' eggs

The hair of a friend of mine

A crocodile's skin

Two sleepers' dreams

Two things of yours

Ask the students what they think this drink can do, for example, drink it and you can fly. Then analyse the possessive forms. For free practice, the students make their own magic drinks. Finally, they do Exercises 6–8.

- 8 Demonstrate on the board with an example:  
It's not ..... , it doesn't belong to them. (theirs)  
The students complete the sentences.

### Answers


1 her 2 my 3 ours 4 him 5 Their 6 your; mine

### Corpus challenge

#### Answer

Sentence 2 (after a preposition you need a noun or pronoun)

## PRONUNCIATION Weak forms: *a* and *of*

- 9  1.25 Tell the students to listen and notice how the words *a* and *of* have the sounds /ə/ and /əv/. They sound weaker than the other words.

Play the recording again. The students repeat, clapping on the 'strong' words.

Language note: weak forms are grammar words like articles, prepositions and auxiliaries.

### Extension activity

Get the students to add three more sentences with the same rhythm and structure. For example:

*Mike's a friend of ours. That's a dream of mine.*

*The girls are fans of theirs.*

## SPEAKING

### About you

- 10 Give some examples of things your family has and ask the class who they belong to:

**Teacher:** A box of paints.

**Student B:** Is it your daughter's?

**Teacher:** No, it's my wife's. She likes painting.

In pairs, students choose and describe three things.

- 11 Arrange the students into groups of four, with different people, to talk about their family's things.

## WRITING

- 12 Tell the students that the paragraph should include:
- what the thing is
  - where it is from
  - who it belongs to
  - why you (don't) like it
  - what it looks like

### Sample answer

My dad's got an old football shirt. It is black and white and has the word 'Juventus' on it. Dad bought it when he was on holiday in Italy a long time ago. He loves it. I don't like it much because I am a big fan of Roma!

### Cooler

Tell the students, *I am something or somebody. You ask me questions to see what or who I am. I can only answer 'yes' or 'no'.*

**Student:** Are you alive?

**Teacher:** No.

**Student:** Can we see you in this room?

**Teacher:** Yes.

**Student:** Are you made of metal?

**Teacher:** Yes.

**Student:** Can we speak with you?

**Teacher:** Yes.

**Student:** Are you a phone?

**Teacher:** Yes!

When the students understand, they play in pairs.

## I found some amazing silver jewellery!

### Lesson profile

<b>Reading</b>	Treasure – <i>The Staffordshire Hoard</i> (Key Reading and Writing Part 4)
<b>Speaking</b>	Talk about treasure in a museum you know
<b>Writing</b>	Describe some treasure you found; adjective order

### Warmer

Start a shopping story. In turn the students must continue the story with an adjective and noun.

*I went to the shop and bought some red apples.*

*I went to the shop and bought some red apples and a silver ring.*

*I went to the shop and bought some red apples, a silver ring and a wooden table.*

When the students understand, arrange them in groups of about eight to do the same. When they get it wrong or can't remember, they are out of the game.

## READING

- Books closed, say to the students *You find an old box with rings and necklaces in a field. Treasure! They cost about 4 million euros today. What do you think – where is the treasure from?* Get some ideas, for example *Someone stole it a long time ago and forgot about it.* Then ask *What are you going to do with the treasure?* (Give it to the police.)

Books open, arrange the students into groups to look at the pictures and discuss the questions.

### Possible answers

- ordinary people, archaeologists
- in old ships under the water, in fields, in old buildings
- pirates, people who wanted to keep it safe or keep it secret
- The students may know stories of treasure that has been discovered locally, or famous news stories. They might mention the following books: *Harry Potter*, *The Count of Monte Cristo*, *Desert Island*.

### About you

- Books closed. If you are able, show the students a virtual tour of a famous museum like the Egyptian Museum in Cairo. Ask the students *What museums do you know? What do they have inside?*

Books open, arrange the students in pairs to discuss the questions.

- Ask the students *Which treasure looks the best?* Teach *hoard* (a lot of treasure which is in a secret place). Tell the students to read the text and find out what Terry found.

### Answer

d – hundreds of pieces of wonderful old treasure

### Prepare for Key for Schools

#### Reading and Writing Part 4

##### Task description

In Reading and Writing Part 4, students are tested on their ability to understand the main ideas and some details of longer texts. Students read one long text and answer seven three-option multiple-choice questions or seven Right / Wrong / Doesn't say questions, or they read three short texts and answer seven three-option multiple-choice questions.

##### Exam tips

Before students answer the questions, they should read the whole text to get an idea of the topic and general meaning. Tell them to look at each question and consider all the options carefully before they choose their answer. The questions are in the same order as the information in the text.

→ See Exam Profile 2, Student's Book page 122.

- The students read and answer the questions. They should underline where in the text they found the answer.

### Fast finishers

Fast finishers think of more things that Terry could buy with his money, for example a *sports car*.

### Answers

- A (*he looked for eighteen years*)
- B (*not far from his house*)
- A (*Fred and Terry couldn't keep this national treasure*)
- C (*They shared more than three million pounds; with his half of the money*)
- A (*all from the 7th or 8th centuries*)
- C (*amazing*)
- A (*travelling exhibitions take pieces of the treasure*)
- A (*gives talks about how he found the treasure*)

### Extension activity

The students imagine Terry is giving a talk at their school and write three questions to ask him. For example:

*Why did you tell the farmer about the treasure?*

*Do you still look for treasure?*

*Is it boring to answer the same questions?*

In pairs, they ask and answer the questions.

## WRITING

### Prepare to write

**GET READY** Ask the students to read the museum leaflet and say what two things you should send to the museum (an email, a photo). Ask *What do you have to tell the museum?* (what the object looks like; where you found it)

The students then read Ben's email and say what he found (a box with lots of coins).

Ask *Why do we say 'big wooden box' but not 'wooden big box'?* and explain that there is an order of adjectives before a noun. Put the categories up on the board and give an example of each (see Answers).

Tell the students to find the pairs of adjectives from Ben's email, the Staffordshire Hoard text and the title of the spread and put them in the chart.

#### Answers

opinion	size	shape	age	colour	material
	<i>big</i>				<i>wooden</i>
	<i>little</i>				<i>gold</i>
		<i>square</i>		<i>green</i>	
<i>beautiful</i>					<i>gold</i>
<i>amazing</i>					<i>silver</i>
<i>wonderful</i>			<i>old</i>		

**PLAN** Divide the board into two sections, *What* and *Where*. Ask the students to shout out ideas and write them on the board, for example *painting*, *music box*, *money* / *at home*, *in the garden*. For each object, ask the students to give two adjectives in the right order, for example *wonderful old painting*. Tell the students to choose one object and one place from the board for their email.

**WRITE** The students draw the picture of their object first, as this will help them describe it. They could use a real photo if they are doing this as homework.

**IMPROVE** Write this sample answer on the board and ask the students to find mistakes in the grammar done in this unit.

Hello!

I've got a new interesting object for you. It's a paper 1966 poster of The Beatles, an old fantastic pop group. It's from mine uncles' house and I found it in her bedroom.

Ben

#### Corrected version

Hello!

I've got an interesting new object for you. It's a 1966 paper poster of The Beatles, a fantastic old pop group. It's from my uncle's house and I found it in his bedroom.

Ben

The students then check each other's work.

### Extension activity

The students imagine that they are the director of the museum, read all the emails and decide which object to put in an exhibition.

### Project

#### A visit to a museum

- Ask the students to go to a local museum and make a list of six museum pieces which they see and like. Alternatively they could look at collections from famous museums on the internet, for example the British Museum, the Victoria and Albert Museum (London), the Hermitage (St Petersburg), the Museum of the Americas (Madrid).
- At home they should describe the objects and say why they are interesting, using the work they have done in 'Prepare to write' to guide them.
- In class, the students work in groups to combine their descriptions into a museum exhibition guide.
- A variation would be to arrange a class trip to a museum and get the students to be museum guides. They could also role play this in class, one student being a guide and the others visitors.

### Cooler

Read out a list of adjectives and one noun. The students put the adjectives in the right order and draw a picture of it. For example:

wooden house old frightening tiny → frightening tiny old wooden house

cheese and tomato delicious pizza round → delicious round cheese and tomato pizza

green thing little strange plastic → strange little green plastic thing

If you have space, arrange the students into groups of seven (some the students can have two words if the number is smaller). Give six students an adjective from the six different categories, for example *triangular interesting new paper large blue* and give the seventh student a noun, for example *hat*. The students must line up in the correct order (*interesting large triangular new blue paper hat*).

### Teacher's resources

#### Student's Book

Grammar reference and practice page 152

Vocabulary list page 140

#### Workbook

Unit 6 pages 24–27

#### Go online for

- Progress test
- Corpus tasks